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ABSTRACT

The 120-item annotated bibliography was compiled to facilitate the development of a recently approved course entitled "Topics in Rural Education" at the University of Maine at Machias. Although the dates range from 1964 to 1982, most of the materials were prepared in the 1970s and 1980s. The interrelatedness of the issues makes categorization difficult, but for the sake of order and efficiency the bibliography is organized into six sections. Section I includes those materials on rural education which provide an overview or comprehensive perspective, definitions, or demographics. Sections II-IV include materials which address major rural education issues: school organization, financing, and legislation; staff recruitment and maintenance; instruction and services. Section V provides a listing of organizations, journals, and films which deal with rural topics. Section VI lists other resources which relate to rural topics or may be of interest to those studying rural education. The bibliographic form includes complete addresses and costs. (Author/BRR)

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RURAL EDUCATION

AN ANNOTATED BIBLIOGRAPHY

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INTRODUCTION

This annotated bibliography was compiled to facilitate the development of a recently approved course entitled "Topics in Rural Education" at the University of Maine at Machias. It was assumed that participants enrolled in the course would be practitioners in rural school settings or students preparing to be teachers or administrators in rural areas.

Any organizational scheme is at best a general grouping as most of these materials overlap and address more than one issue. The interrelatedness of the issues also makes categorization difficult; but for the sake of order and efficiency, the bibliography is organized into six sections. Section I includes those materials on rural education which provide an overview or comprehensive perspective, definitions, or demographics. Sections II-IV include materials which address major rural education issues: school organization, financing, and legislation; staff recruitment and maintenance; instruction and services. Section V provides a listing of organizations, journals, and films which deal with rural topics. Section VI lists other resources which relate to rural topics or may be of interest to those studying rural education.

In addition to books and articles, the materials reviewed included microfiche, curricula, brochures, newsletters, and conference reports. Many of the materials have had short runs, are out of print or are difficult to locate; but all materials included in the bibliography have been collected and are available at the University of Maine at Machias. The bibliographic form includes complete addresses and costs as information for purchases.

April 1982

I. DEFINITIONS, DEMOGRAPHICS, AND OVERVIEWS OF RURAL EDUCATION

"Achievement Trends for Rural Students," RURAL EDUCATION FACT SHEET from ERIC/ CRESS, New Mexico State University, Box 3AP, Las Cruces, NM 88003. NC.

Students in rural areas as measured from 1960-72 by the National Assessment of Educational Progress were lower on all measures than every other group except the low-metro students. More recent data show an increase in scores and it is concluded that rural youth are more similar in achievement than different from youth in the rest of country.

Dunne, Faith, "Small-Scale Rural Education: Prospects for the Eighties," February, 1978 (ED 149 944).

Centralized schools are expensive, often far away from the communities they serve, and less than satisfactory to teachers, parents, and students. The best qualities of rural schooling may have been lost in consolidation. There presently exists a positive climate for small scale, community-based solutions to general rural problems. Work that needs to be done includes basic research on small school problems and practices; curriculum and program development which builds on unique features and life experiences of rural youth; and elaboration and implementation of models for funding and regulating small, rural schools.

Edington, Everett, "Strengthening the Small Rural School " from National Educational Laboratory Publishers, 813 Airport Blvd., Austin, TX 78703, 1976 @ $3.00

Strengths and weakness of small schools are presented. Solutions proposed to the problems include: the intermediate unit of organization, the shared service concept, media and technology, mobilized curriculum, and in-service programs.

Fitzsimmons, Stephen, "A Research Agenda for Rural Education: Information Needs and Necessary Initiatives " from Abt Associates, 55 Wheeler Street, Cambridge, MA 02138, 1976 (ED 151 113).

This survey of policy makers, practitioners, and trainers identified, categorized, and prioritized critical issues in rural education. Findings are presented by the groups surveyed, but all groups stated the common need of learning to deal with limited resources. Information needs are categorized in 3 areas: administration and organization, pupil development and instruction, and relations between schools and communities. Actions to meet these needs are presented for each role group.

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Jacobsmeyer, Donald, RURAL EDUCATION INITIATIVE: A REPORT ON THE REGIONAL RURAL ROUNDTABLES from Department of Education, Bureau of Elementary and Secondary Education, 400 Maryland Avenue, SW, Washington, D.C. 20202. February, 1980.

In response to a growing concern that rural youth do not receive a quality education, federal officers sponsored a seminar for development of federal education policy. Six topic areas were discussed: 1) equity and quality, 2) linking rural education and rural development, 3) delivery of services, 4) data collection and research, 5) vocational and career training, and 6) energy and rural education. The 28 recommendations generated were then discussed at regional meetings to validate the findings. While participants agreed to 20 recommendations, some participants strongly felt that 1) the federal government should not have a role in rural education, 2) education was a local function and 3) they didn't have staff or time for additional bureaucratic work.

Kay, Steve, "Rural Education and Alternative Communities" from Kentucky State University, Community Research Service, Office of Education, Frankfort, KY 40601, 1982.

In many rural communities there exist the "locals" and the "outsiders," or long-term rural residents and back-to-the-land in-migrants. This study, while finding many of the values of the two groups similar, discusses divergent beliefs about the schools, the major community institution. If not resolved, this disagreement will lead to the further decline of rural schools.

Kuvlesky, William, "Rural Youth in the USA: Profile of an Ignored Minority," 1977 (ED 151 111).

Rural youth are relatively heterogeneous and have become similar to their urban counterparts. Differences can be attributed to environmental disadvantages which result in lower achievement for rural youth and to lower aspirations. The equalization of opportunity for rural youth is not a national goal. A summary of important changes to improve the life chances and development of rural youth is included. These changes include an emphasis on the re-evaluation of rural communities and institutions.

Moriarty, Thomas, "Cultural and Environmental Uniqueness of Rural Youth," THE SMALL SCHOOL FORUM, III, #1 (Fall, 1981) 11-14.

This study describes the characteristics of rural youth who live on the western plains of South Dakota. Findings support the assumption that the behavior of rural youth is shaped by the physical and cultural environment.

"National Seminar on Rural Education, May, 1979" from National Institute of Education, 1200 19th St. N.W., Washington, D.C. 20208, NC.

In preparation for a national seminar on rural education, 22 papers were commissioned for presentation May 29-31, 1979 in College Park, Md. This conference report summarizes the papers presented and their recommendations. The recommendations were then presented for validation at regional meetings later in the year.

Parks, Gail Armstrong, "The Double Jeopardy of Rural Schools in the 1980's: Problems and Potential for Renewal," January, 1980 (Ed 194 484).

This policy paper was presented at national hearings in January, 1980. It provides current data on schools, poverty and occupations. Most families produce income from several jobs and only 5% of rural people are farmers. The rural schools are a product of a past that has ignored and penalized them. Reforms presented include using the Wigginton "Foxfire" approach that encourages students to do real work, using rural life as the basis for curriculum building, and helping rural students learn entrepreneurship. Schools are described as bureaucratic institutions which have few incentives for developing local curricula, for collaborating, or for fostering entrepreneurship.

Schneider, Barbara, "America's Small Schools," from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1980, @ $6.00.

In an effort to define what constitutes a small school, four characteristics are studied: enrollment, geographic location, organizational structures, and funding. It is concluded that small schools are those enrolling under 300 students at the elementary or secondary level. The author believes that the studies of strengths and problems have limited value because there has been no attempt to differentiate among the various types of small schools.

Shalaway, Linda, "Country Schools: Forgotten But Not Gone," EDUCATIONAL R AND D REPORT, III, #3 (Fall, 1980) 6-10.

One-third of our nation's youngsters are educated in rural schools. These schools are greatly influenced by their communities. The people tend to be self-sufficient generalists who are self-employed and who hold traditional values. Who suggests a change is more important than what the change is. Curriculum improvement efforts can 1) draw on the natural environment and community members, 2) use integrated curricula in longer time blocks and 3) hire specialists jointly with other small schools. Suggestions are included for dealing with staff turnover and early childhood education.

Sher, Jonathon P., "A Proposal to End Federal Neglect of Rural Schools," PHI DELTA KAPPAN (December, 1978) 280-282.

A concise presentation which documents the federal neglect of rural schools and develops a comprehensive agenda for reform. New rural programs recommended include a national rural advisory service and creation of rural resource cooperatives.

Sher, Jonathan, EDUCATION IN RURAL AMERICA: A REASSESSMENT OF CONVENTIONAL WISDOM from West View Press, Inc., 1898 Flatiron Ct., Boulder, CO 80301, 1977 @ $8.50.

The basic text on rural education covers in depth the history of issues such as the urbanization of rural schools 1840-1970; the myths of economy, efficiency, and equality in reorganization and consolidation; coping with sparsity and a review of school finance reforms; the virtues and limitations of rural schools; maximizing the potential of smallness; new models of rural education: lessons learned and guidelines for future reforms. The book is comprehensive and reads easily.

Swick, Kevin and Henley, Lawrence, "Problems and Prospects Confronting Rural and Small Schools: A Review of Research," November, 1975 (ED 156 366)

The problems facing small schools include finances, tax referenda, lack of instructional resources, and the need for special services. The primary conditions causing the problems are isolation and poverty. The positive aspects of these schools include the personal climate of the schools, the development of regional services, and the individualized attention given to students. Teachers must play a multiple service role. Solutions to the problems include the in-service education for staff, community-based education programs, extensive use of audio-video equipment, flexible scheduling, and alternate course offerings.

Tamblyn, Lewis, "What is Happening in Rural Education Today: A Status Report," April, 1975 (ED 108 026).

Census data on rural communities are provided in this report. The economic poverty of rural areas is described as leading to other problems which are presented. Low fiscal support is reflected in rural school programs, facilities, materials, services, and inadequately prepared graduates. The problem of teacher recruitment and maintenance is discussed in detail.

THE HIGH SCHOOL JOURNAL, 64, 7 (April, 1981) from the University of North Carolina Press, Box 2288, Chapel Hill, NC 27514 @ $2.50.

This thematic issue on rural education includes articles on the federal role, developing positive parent and community involvement in schools, the problems and potentials of smallness, and a 1980 report of data from the Small School Study.

Barker, Roger and Gump, Paul, BIG SCHOOL, SMALL SCHOOL from Stanford University Press, Stanford, CA 94305, 1964.

This series of school and community research studies looks at the affects of group and institutional size on the behavior of children. In attempting to address the question "How large should a school be?," the investigators have concluded that it may be easier to bring specialized and varied behavior settings to small schools than to raise the level of individual participation in large schools. "A school should be sufficiently small that all of its students are needed for its enterprises. A school should be small enough that students are not redundant."

Bliss, Leonard, "Conference on Rural Education: Greenville, ME," April 6-7, 1979 from MSAD #2, Greenville, ME 04441. NC.

This report abstracts presentations made at the Conference on Rural Education in Maine which address such topics as rural school reform, teaching health education, locally initiated rural reforms, organizational structures for small schools, volunteerism, and curriculum packets for outdoor studies.

Bussard, Ellen and Green, Alan, PLANNING FOR DECLINING ENROLLMENTS IN SINGLE HIGH SCHOOL DISTRICTS from Educational Facilities Laboratories, Academy For Educational Development, 680 Fifth Avenue, NY, NY 10019, 1981.

With declining enrollments, school districts with a single high school can not solve their problems by closing. Strategies for consideration with many successful examples are categorized as 1) within the system, 2) with other districts and 3) with other institutions. Issues addressed include staff with multiple competencies, space, scheduling, transportation, and money. A useful, comprehensive booklet for use by schools with declining enrollments and resources.

Deal, Terrence and Nutt, Samuel, PROMOTING, GUIDING, AND SURVIVING CHANGE IN SCHOOL DISTRICTS from Abt Associates, 55 Wheeler Street, Cambridge, MA 02138, 1979.

This booklet provides a perspective for viewing the process of change based on studies on the ten rural school districts that participated in the Experimental Schools Program during the 1970s. It develops a view of school organizations that can be of help to administrators in anticipating problems and developing strategies for improvement.

Doremus, Richard, "What Ever Happened to Melbourne High School?" PHI DELTA KAPPAN (March, 1982) 480-483.

This article briefly outlines the program of a small, ungraded high school begun in 1961. After 20 years the ungraded program is still operating with some of the original features.

Garman, Keats and Jack, Donald, "Local Control and Self-Determination: The San Juan Project," Paper presented at the Rural Education Seminar, College Park, MD 1979 (Ed 172 975).

The isolation of rural schools has preserved the continuation of local control in education. This case study documents a six-year effort to improve educational services in an 8,000 square mile county. Focusing on the education of Navajo children, the solutions were based on school community groups which broadly represented citizens, educators, and students.

Gjelten, Tom, "Consolidating Rural Schools - Is Bigger Better?" COUNTRY JOURNAL (September, 1980) 80-89.

Rural children progress through school more slowly, score lower on achievement tests, are more likely to drop out at an early age and are less likely to continue studies after education. Many people have seen consolidation as the way to a better education. Between 1932 and 1977 the number of schools in the country dropped from 261,000 to 89,000 through consolidation and local battles continue. The most common objection to consolidation is that it weakens the local community's sense of identity and probably foreshadows its decline. Many argue that this sense of community promotes overly provincial attitudes in children. The richness of the curriculum "remains the most powerful argument for consolidation when compared with the benefits of rural schools." Economic issues are also discussed.

Howard, Frank, "A Small School District Big on Energy Conservation," THE SMALL SCHOOL FORUM, III, #1 (Fall, 1981) 8-10.

The advantages of a pilot, 4-day school week as a means to reducing school energy costs while maintaining quality education are listed in this article.

"How Well Do They Represent You? A Handbook on Local Rural School Boards," from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1974, @ $1.00.

This brief booklet explains the role of school boards, how they operate, and how they have lost their influence. A checklist for rating your rural school board is included.

Jess, James, "Rural Education: Yesterday, Today and Tommorrow," Proceedings from P.U.R.E Conference, 1978 (ED 195 376).

This report documents the first conference of P.U.R.E. Substantive reports are included on career education programs, sharing superintendents, teacher training programs, sharing resources and facilities, flexible scheduling, trimester scheduling, mobile testing units, financing schools, in-service training. The report is an outstanding collection of solutions that are being tried.

Massachusetts Dissemination Project, "Focus on: Energy Conservation Practices in Schools," Massachusetts Department of Education, 31 Saint James Avenue, Boston, MA 02116, 1980, NC.

Successful energy conversation practices by Massachusetts schools are described in this report. New boilers and light bulbs with fewer kilowatts are some of the conservation practices presented.

Moe, Edward and Tamblyn, Lewis, "Rural Schools as a Mechanism for Rural Development " from National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, TX 78702, 1974 @ $4.00.

This historical paper provides a conceptual basis for research and development about rural schools. A review of federal rural legislation in the early 70's is presented with educational examples of accomplishments from NIE's Experimental Schools Project. New federal policy is recommended to continue and further R & D related to rural schools.

Roos, Peggy and Green, Bernal, "Impacts of the Rural Turnaround on Rural Education," from National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, TX 78702, 1979 @ $4.25.

Between 1940 and 1970 millions of rural Americans moved to cities seeking economic gain. In the 1970's a reverse migration of people moving from the cities to rural areas began. This report, prepared by the U.S. Department of Agriculture, describes the reasons for reverse migration, the impacts of the migration on schools, and the implications of this trend for policy makers.

Sher, Jonathan P., REVITALIZING RURAL EDUCATION: A LEGISLATOR'S HANDBOOK from Legislator's Education Action Project, National Conference of State Legislatures, Hall of the States, Washington, D.C. 20001, 1978.

This booklet examines the trends and issues in rural education which confront state legislatures. Guidelines for state legislative reform are presented. Issues examined include school organization with arguments against consolidation, school financing with a listing of alternatives, teacher characteristics with suggested needed reforms, and the delivery of educational services and programs.

Sher, Jonathon and Tompkins, Rachel, "Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation" from National Institute of Education, 1200 19th St. NW, Washington, DC 20208, 1976.

The most successfully implemented educational policy of the past 50 years has been the consolidation of rural schools and districts. The concept of "bigger is better" has gone unchallenged. The values of smallness—local control, close relationships, and the opportunity for many to participate—were sacrificed. This article presents arguments that the issues of economy, efficiency and equality as the reasons for consolidation are myths and were not achieved by consolidation while sacrificing the value of rural school.

Skenes, Robert and Carlyle, Carolyn, "Self-Determination for Rural Schools," in RISING ABOVE DECLINE edited by Wachtel, Betsy and Powers, Brian from Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215, 1979, 19-49 @ $4.50.

Two rural districts in Iowa have struggled with declining enrollment while resisting consolidation. The emphasis in one district has been on maintaining and expanding good educational programs and in the other on increasing enrollments by trying to change population trends for the community and retaining graduates in the community area through a career education program.

Stark, Nancy, "How Schools Can Listen to the Community," AMERICAN EDUCATION (October, 1971) 8-10.

A system which provides school administrators with a continuous information base called Inforet (information return) is described. Using trained volunteers for telephone systems, educators can be kept informed on a timely basis for making important decisions. One-time survey costs in 1971 were $250 and costs of a continuous nine-month survey program were $2,000.

Trowbridge, Jack, "Development of a Problem-Solving Capacity By Rural School Districts" from Intermediate School District #110, Seattle, WA 98109, 1972 (ED 070 562).

The development of a management information system (MIS) to provide information for resolving locally identified problems is described. The restraints and requirements necessary to use the model were identified.

Wright, Lyle, "Special Funding for Small and/or Isolated Rural Schools" from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1981 @ $8.35.

This study was done to provide information to states as they revise or initiate funding arrangements for small schools. A survey which elicited responses from 96% of the chief state school officers provided much of the study's information.

III STAFFING: RECRUITMENT AND MAINTENANCE

Delucia, Joseph, "A Substitute Teacher-Resource Room Program," THE SMALL SCHOOLS FORUM, III, #2 (Winter, 1981-82) 12-13.

This article describes Ellington, Connecticut's solution to the problem of too few substitute teachers in rural areas. Paraprofessionals were hired to relieve teachers of supervisory duties and teachers then ran academic resource rooms. When classroom teachers were absent, the paraprofessionals assumed the absent teachers' classes. The program has been evaluated and worked successfully for 2 years.

Drier, William, "Preparing Educators in USOE Region VII for Rural and Non-urban Schools," October, 1976 (ED 134 369).

This survey of higher education institutions in the plains states determined who was 1) preparing teachers for non-urban schools and 2) developing curriculum for rural areas. Four institutions reported either a required course or a program to prepare teachers for rural areas and three had graduate programs.

Drier, William, "Teachers for Rural America - Are They Recognized and Prepared," September, 1977 (ED 144 732).

This paper examines course requirements in rural education, the number of students in student teaching, and location of a sample of colleges and universities.

Drier, William H., "UNI's Commitment to Rural Education," THE SMALL SCHOOL FORUM, II, #2 (Winter, 1980-81) 28-29.

The author describes the work of the University of Northern Iowa's 15-member, cross-department Committee for Rural Education which meets monthly during the academic year to coordinate activities among teacher educators at the university and to provide linkage with groups outside the university.

Helge, Doris, "Individualizing Staff Development in Rural School Districts to Enrich Services for All Children, Including The Handicapped" from National Rural Project, Murray State University, Murray, KY 42071, 1981.

Staff retention programs in rural areas are generally linked to inadequate staff development. Three staff development models which were developed and implemented in rural areas are described along with the assumptions which served as the basis for development of the models.

Helge, Doris and Marrs, Lawrence, "Personnel Recruitment and Retention in Rural America" from National Rural Project, Murray State University, Murray, KY 42071, 1981.

Many rural districts are compelled to hire young and inexperienced special education staff members. Social and cultural isolation are cited as factors for leaving when urban vacancies become available. Due to staff turnover inservice programs rarely go beyond basic orientation to district procedures. Effective recruitment strategies for rural areas have four components: use of intrinsic motivation, consideration of local cultural norms, tapping individual "hot buttons," and selling one's district. Effective incentives for retaining qualified personnel are included.

Kurtz, William, "Promising Practices and Problems in Texas Small Schools," THE SMALL SCHOOL FORUM, II, #2 (Winter, 1980-81) 1-4.

Rural schools' problems of single subject certification and the specialization in the preparation of teachers, the lack of preservice training located in small schools, retaining personnel in rural areas, and low funding levels are described.

McPherson, Gertrude H., SMALL TOWN TEACHER, Harvard University Press, 79 Garden Street, Cambridge, MA 02138, 1972.

This book about elementary school teachers in a small, rural New England school is written by one of the teachers as her attempt to understand why teachers are discontented, unsatisfied, and ineffectual. Using the concept of role-set, she investigates the problems teachers face as they try to cope with the many various expectations of peers, administrators, students, and themselves. She concludes from her study that much of teachers' internal conflict is inherent in role-set, and that the conflicting expectations of different parties are not easily changed. The values experienced by teachers represent what society wants and demands.

Miller, Damon, "A Teaching-Guidance Specialist for Smaller School Systems," THE SMALL SCHOOLS FORUM, III, #2 (Winter, 1981-82) 16-17.

In 1971 the Texas State Board of Education created the title of "guidance associate" which indicates courses of study in both guidance services and an academic teaching area. They may be employed as full-time guidance specialists, full-time teachers, or in a combination teaching-guidance role in small schools which can not afford full-time guidance specialists.

Muse, Ivan, "Preservice Programs for Education Personnel Going Into Rural Schools" from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1977 @ $4.00.

Two major problems of rural education, the difficulty in hiring and retaining good teachers and the poor quality of instruction, could be overcome if teacher training institutions would begin to address the need for specialized training for educators who wish to work in rural communities. This extensive paper provides an overview of rural teacher problems and the need for specialized programs, reviews past teacher training efforts, identifies promising training programs, and makes recommendations for teacher training institutions.

Muse, Ivan, "The Role of Higher Education in Rural Education," November, 1980 (ED 201 464).

The author contrasts seven factors which are different for rural and urban teachers. Recommendations for higher education include development of a rural education specialty area, rural teacher education training centers, provision for in-service training in rural areas, and development of rural-based curriculum. Other ideas for implementation are also listed.

Nash, Pat and Bozarth, J., "The Duo-Specialist Project," 1967 (ED 036-472).

This booklet describes a university project designed to assist small schools in meeting their need for specialists in guidance, reading, libraries, and special education. Rural teachers selected jointly by the university and the school attend the university for a year while receiving their salaries and teacher interns replace them for a year in their schools. Forty-one teachers received training and returned to provide seventy-two special services not available before.

Nevin, David, LEFT-HANDED FASTBALLERS: SCOUTING AND TRAINING AMERICA'S GRASS-ROOTS LEADERS, 1966-1967 from Ford Foundation, Office of Reports, 320 East 42nd St., NY, NY 10017, 1981.

From 1967 to 1975 the Ford Foundation supported a fellowship program with the purpose of developing new leadership in rural schools and communities. Participants were selected because they had demonstrated a personal capacity for doing something about the problems in their schools and communities. There were 47 Ford fellows from Maine in the program. This report by a journalist discusses both the achievements and the problems in the leadership development program.

"Preservice/Inservice Training Options for Rural School Personnel," RURAL EDUCATION FACT SHEET from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, NC.

Education students who will be teaching in rural areas need somewhat different training as rural teachers are more isolated from on-going developments in their field, are often expected to teach a wide range of courses, and must interact more with the community. Examples of successful preservice programs are presented.

"Rural Teacher Training Program," Provo, Utah: Brigham Young University, 1975 (ED 117 101)

To address the problem of poor quality of instruction in rural schools and the difficulty in hiring and retaining quality teachers, an educational consortium was formed which developed two rural training centers over 100 miles from campus. Students live in the community, do their student teaching using performance-based materials, and work with trained cooperating teachers/supervisors. Each center has a director who was a teacher from the area. The majority of the students are teaching now in rural areas.

Seifert, Edward and Simone, Penny, "Personnel Practices for Recruiting and Keeping Effective Teachers in Small Schools," THE SMALL SCHOOL FORUM, II, #2 (Winter, 1980-81) 12-13.

Five characteristics are listed for teachers needed in smaller schools where teachers should be certified in more than one area, able to teach more than one grade, and able to teach students with a wide range of abilities. Also included are incentives for recruitment of teachers to small schools.

Thomas, Larry, "Pursuits, Problems, and Pleasures of Rural Education," November, 1980 (ED 201 458).

This paper describes how Pawnee Heights School District in Kansas coped with problems of finance, energy, teacher recruitment, and curriculum through the federal programs of CETA, Title I, Career Education and Title III. Only six universities in the United States specifically train teachers for rural areas where they must teach many subject areas and a large number of students in one classroom. To broaden curricula in rural areas, this district uses resources outside the district, citizen advisory committees, and programs in neighboring schools. Also listed are eight trends of the 70's that were important to rural schools.

Wilson, Alfred, THE PRINCIPALSHIP IN RURAL AMERICA from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1982 @ $10.00.

This comprehensive review of the literature presents recent survey and research data on principals from three major studies. Information on the rural principalship is organized in six categories of functions: instructional leadership, personnel and guidance, school/community relations, administrative responsibilities, evaluation, and professional improvement.

Yarger, Sam, "Staff Development in Rural Areas—Implication for Policy and Research," Paper presented at Rural Education Seminar, College Park, MD, 1979 (ED 172 978).

To make useful policy recommendations, it is important to understand the field of teacher education, the problems of rural schools that might be resolved by staff development, and the role of federal policy in rural education. The rural problems of poverty, limited jobs, and community values resistant to change provide the foundation for policy recommendations. Federal policy recommendations are included for delivery of programs, recruitment and training of residents for teaching careers, the development of specialized training programs, and teacher training programs for early childhood and adult education.

IV. INSTRUCTION AND SERVICES

Chase, Cheryl, "Curriculum Improvement in Small Rural Schools" from Project ACCESS, Colorado Department of Education, Denver, CO 80302, 1978 @ $2.50.

The responsibility for improving curricula in rural areas will depend on the ability of the educators in these schools to use existing resources more effectively. A process for beginning curriculum improvement is outlined. Also included is a bibliography on curriculum improvement materials for small rural schools.

Clement, Madeline, and Perry, Constance, "Teacher Handbook for Developing a School Curriculum" from College of Education, Teacher Corps Project, University of Maine, Shibles Hall, Orono, ME 04469. 1981. NC

This booklet is useful for teachers who might wish to work together to develop a content curriculum which reflects or utilizes the rural aspects of their surroundings and community.

Cole, Jack T. and Ranken, Mary, "Providing Services to Exceptional Students in Rural Areas: Some Problems."

Historically rural schools have served only a small portion of their handicapped students and very few severely handicapped students. The differences between rural and urban special education include program homogeneity and teacher specialization. Rural teachers must deal with a wide range of handicaps with few support services. Too often this results in students receiving only superficial treatment.

Colton, R. W., "The Science Program in Small Rural Secondary Schools" from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1981 @ $6.40.

The teaching of science in rural schools need not be inferior. The author recommends the design of interdisciplinary science courses which are grounded in the rural community. A science sequence including agricultural ecology, rural biology, the energy crisis, and rural science is outlined.

Dolly, John, et.al, "An Attempt to Increase Parental Participation and Support in a Rural Southeastern School District," A paper presented at AERA, NYC, March 1982.

This paper describes a project designed to improve the basic skill performance of very low achieving elementary school students by providing training to their parents and by increasing teacher aides in the classrooms. 338 students were identified in grades 2-4. All parents were contacted with 38 parents attending training. Only 18 parents completed 5 of the 6 training sessions and 10 were willing to serve as volunteers after training. Non-participating parents interviewed felt their children did not need remediation and refused to believe test score results because the schools consistently sent home information saying their children were doing well.

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Dunne, Faith, OPTIONS: A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS from EDC/WEEA Publishing Center, 55 Chapel St., Newton, MA 02160, 1970 @ $152.

This 9-12 week curriculum is divided into 4 units: Understanding People in Our Area, Decision Making, Life Planning, and The Juggling Act: Lives and Careers. There is an adaptations packet for the four regions of the country. The curriculum is not a traditional career education curriculum designed to expose students to various jobs. Rather the curriculum activities are designed to inform, facilitate, and provide structured experiences about what it means to be an adult, to help students deal with the events and difficulties they will face. Additional objectives include developing skills that allow students to control their lives and to apply information to real situations. The curriculum focuses on women, but all activities include a male component to use if desired. All units are complete with objectives, student sheets, and homework.

Farris, Dorothea, "Outdoor and Experiential Education," THE SMALL SCHOOLS FORUM, III, #2 (Winter, 1981-82) 1-3.

A sequential K-12 outdoor, experiential program for all students operating in Aspen, Colorado is described. The program is found to develop self-reliance, responsibility for behavior and decisions, positive peer and teacher interaction and a spirit of togetherness.

Gann, Elbie, "Upgrading Isolated Small Schools Project," October, 1967 (ED 015 067).

Eleven rural projects of the 50's and 60's which focused their improvement efforts on teacher utilization and adequate curriculum are described. Examples of promising practices that were used include nongraded classrooms, team teaching, teacher aides, one-teacher schools, multiple class teaching, use of technology, correspondence instruction, sharing people and services.

Gjelten, Tom, SCHOOLING IN ISOLATED COMMUNITIES from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1978 @ $6.00.

This well written story of a project on North Haven Island, Maine focuses on the school's response to students' needs which result from their upbringing in an isolated island community. Included are the advantages and limitations of rural life, a school's response through a K-12 sequence of student exchanges and trips to develop a basis for choosing to move off or stay on the island, features of a rural curriculum, the qualities of the ideal rural teacher, and the interconnectedness of the rural experience.

Griffin, Bernie, "The Original American Early Morning Primer: A How-to-do-it Guide for Implementing Career Education in Rural Schools " from Career Education Office, Cashmere School District, 210 S. Division, Cashmere, WA 90015, 1979 @ $6.00.

This booklet provides an example of how one school system restructured their curriculum to integrate career education concepts. K-12 goal statements are provided for the eight elements of career education as well as detailed plans for developing a total K-12 integrated career education program.

Harris, Walter and Mahar, Carolyn, "Problems in Implementing Resource Programs in Rural Schools," EXCEPTIONAL CHILD, (October, 1975) 95-99.

Many rural schools have had no special education services. When faced with PL #94-142, they began implementing resource programs. The problems identified in implementing these programs in rural schools were lack of organizational readiness, system shock, competency crisis, and interpersonal roadblocks. Suggestions for prevention of the problems are included.

Hedgepeth, Regina, et.al., "You and the Rural Connection: Answers to Your Questions on Rural Career Guidance" from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1980 @ $4.50.

In fifteen months the Rural Connection office received 1,900 information requests with 43% of the requests from local guidance personnel. Sample requests on career information and professional information for guidance counselors comprise the major portion of this booklet.

Heesacker, Frank, "Hitching Up the Small School District," AMERICAN EDUCATION (April, 1970) 18-21.

Examples of shared services which could improve rural schools during the 1970's are presented. These included in-service programs for teachers, institutes for school boards, Saturday seminars offered by a college for high school students, teaching by amplified telephone, flexible scheduling, use of television, mobile libraries, mobile classrooms. Seventy categories of shared service programs were identified.

Helge, Doris, "National Research Identifying Problems in Implementing Comprehensive Special Education Programming in Rural Areas," January, 1980 (ED 201 130).

The majority of unserved and underserved handicapped children are in rural areas. Failure to acknowledge differences between urban and rural areas has led to inappropriate applications of urban delivery models in rural areas. Rural areas value tradition and resist system change. There is extensive discussion of program implementation problems such as valuing tradition and resisting system change.

Helge, Doris, "Problems in Implementing Comprehensive Special Education Programming in Rural Areas," EXCEPTIONAL CHILD, 47, 7 (April, 1981) 514-520.

This report of a study by the National Rural Research and Personnel Preparation Project identifies problems of rural areas in implementing PL #94-142. The problems identified are 1) teacher recruitment and retention, 2) rural attitudes and 3) rural terrain. Maine was part of this study. The project in 1980-81 was field testing personnel preparation models for effective service delivery in rural areas.

Heller, Harold, "Rural Special Education: A Dilemma," THEORY INTO PRACTICE, XIV, 2 (April, 1975) 137-142.

In-depth discussion of the problems involved in the delivery of services for handicapped students in rural schools takes a hard look at the reality of proposed solutions.

Keeney, Lorraine and Devaney, Kathleen, "Four Workparties Focus on Rural Education, Transcripts and Commentaries" from Jean Sims, Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103, January, 1982, NC.

As part of the Teachers' Center workparties held in Vermont, Nebraska, New York, and Arkansas; several panelists' and presentors' views were taped for transcription in this newsletter. The topics addressed include new options for rural high schools with Paul Nachtigal, working for rural communities with Aleene Neilsen and Wade Sherer, and service delivery in rural areas with Celia Houghton and Tom Gjelten.

Lapidus, Howard, "Strengthening Curriculum With the Arts," THE SMALL SCHOOL FORUM, III, #1 (Fall, 1981) 22.

Concerned that children in rural areas do not have easy access to cultural opportunities, a committee of teachers identified local residents who were involved in the arts and developed a 2-day program where students observed and participated in artistic endeavors. Thirty artists participated at a cost of $100.

Loustaunau, Martha, "Small Rural Schools Can Have Adequate Curriculums," February, 1975 (ED 100 559).

After listing the advantages of small schools, the author develops solutions to the problems. Shared service examples are regional centers providing guidance personnel in 63 districts; centralized A-V services serving several districts; development of broadcast studies to serve 22 schools; amplified telephone instruction to share guest speakers and special instruction; use of ETV for delivery of courses; built in audio technology in a bus with instructional manuals for various grade levels for students traveling long distances; use of mobile facilities for preschool instruction. Many more excellent examples in operation are provided.

McCain, Earl and Nelson, Murray, "Community Resources for Rural Social Studies Teachers" from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1981 @ $6.20.

This booklet provides a catalog of the types of community resources available to rural teachers. The first category lists community resources by social studies discipline areas and the second lists resources for a law-related curriculum.

McClure, Larry, et.al., EXPERIENCE-BASED LEARNING: HOW TO MAKE THE COMMUNITY YOUR CLASSROOM from Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, 1977.

Based on the assumption that our high schools are too far removed from the adult world, this book provides a structure for doing student projects using community resources. Chapters are included on writing student projects, locating resources, managing the process, and examples of 25 student projects. Also included are sections on costs, legal considerations, transportation, assessing need, and student accountability.

Miller, Donald and Barbara, "Time and Resource Management for Small Schools" from National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, TX 78702, 1979 @ $6.25.

This collection of materials by practitioners was presented at the Oregon Small Schools Association 1978 Conference on "Time and Resource Management." The flexibility of small schools has frequently been cited as a potential for solving the problems of small schools and these brief articles provide examples of this flexibility being used in student scheduling, group counseling, writing improvement, use of volunteer aides, teaching music, independent study, career education, and other areas.

Murrow, Casey, USING OUR COMMUNITIES: AN OUTLINE FOR ACTION IN VERMONT SCHOOLS from Community Studies Project, Box 156, Marlboro, VT 05344, 1978 @ $2.25.

Rural communities offer a vast resource for learning by students in our schools. Community-oriented activities by Vermont teachers in the areas of history, natural science, physical education, mapping, government, and media at all grade levels are described. Teachers are encouraged to develop administrator support and be knowledgeable about the academic value of the activities.

Nachtigal, Paul, "Improving Rural Schools" from National Institute of Education, 1200 19th St., NW, Washington, DC 20208, 1980 @ $2.00.

This study examines recent approaches aimed at rural school improvement such as the Teacher Corps in Mississippi, the Mountain Towns Teacher Center in Vermont, the Experimental Schools Program in Oregon, the Regional Service Center in Texas, Maine's Facilitator Center, the Curriculum Enrichment Project in Texas, the National Urban/Rural Program, and more. The varying degrees of project success led to the identification and description of critical factors in rural school reform. Guidelines for the redefinition of national or state rural school policy are presented.

Norwood, Steve, "Project Youth Beacon," THE SMALL SCHOOLS FORUM, III, #2 (Winter, 1981-81) 5-7.

This article describes a school project of building a 1,000 watt radio station at the high school on Ocracoke Island, NC. The station will be the first in the county and will offer local news and information such as events, weather, fishing reports, ferry schedules, farming information, cultural and ethnic programs, and educational programs. The project is developing on a $30-$80,000 budget with volunteer assistance and community support.

Peters, Richard O., "A Process for Comprehensive Educational Change: The Experimental Schools Program in Rural America - A Case Study," July, 1978 (ED 148 519).

This overview describes the 5-year NIE school improvement project located in northern New Hampshire. In creating an instructional program to meet the needs of their rural youth and community, the project provided curriculum and services in career education, language arts, outdoor education, leisure activities in adult education, and inservice training.

Peters, Richard O., "Career Education and the Rural School Curriculum," July, 1975 (ED 110 638).

The K-12 career education program developed in Groveton, New Hampshire as part of the Experimental Schools Project is described.

Peters, Richard O., "The Process of Changing and Planning the School Curriculum in Rural Systems," December, 1975 (ED 125 839).

Because of the closeness in rural communities, changes must involve lay persons as well as staff in the decision-making process. The article outlines a change process which includes goals, objectives, roles/tasks, planning/timing, and evalution.

"Reading Achievement in Rural Areas," RURAL EDUCATION FACT SHEET from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003.

Reading scores of rural youth are consistently below the national average. Examples of successful programs in reading from the National Diffusion Network are included as ways to address the problem.

RURAL AMERICA SERIES: CAREER GUIDANCE from Center for Vocational Educational Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, 1977.

This comprehensive, sixteen-booklet series is specifically designed to address the problem areas in rural education including rural youths' absence of job skills, lack of qualified guidance staff, low occupational aspirations of students, and narrow range of role models. This series is one attempt to develop a model and procedures for a comprehensive career guidance, counseling, placement, and follow-through system for rural schools. Booklet topics include resource materials, process for program development, writing behavioral objectives, state of the art analysis, etc.

Sandrin, James, "Encouraging Curriculum Relevance in a Rural School Environment," February, 1981 (ED 204 283).

In 1917, in MacDonald County, Missouri, an experimental project method school was established and lasted until 1922. The premise of this project was that a school could operate effectively with the curriculum selected directly from the real life experiences of the students. Students worked in multi-age groups around projects. This county's schools are now involved in providing individually guided education (IGE) with multi-age grouping.

Seeager, D., Miller, Richard and Bagby, Susan, "Important Issues in Rural Education: A Collection of ERIC/CRESS Fact Sheets and Mini Reviews" from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003. March, 1980. (ED 191 648).

This collection includes rural education "fact sheets" on special education, transportation systems, early childhood education and reading achievement. One study shows a 50% turnover rate of special education teachers due to isolation, lack of continued professional development, low salaries, and lack of administrative support. Regional service centers and itinerant teachers are suggested as solutions to service delivery problems. Traditional designs for early childhood education are not feasible in rural areas due to lack of funds, lack of trained teachers, and long distances. Home-based instruction models are suggested and five model programs are outlined. Individualized reading programs seem to foster improved reading achievement by students in rural areas.

"Special Education in Rural Areas: The Problems . . . and Some Solutions," RURAL EDUCATION FACT SHEET from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003. NC.

Due to geographic isolation and resource limitations, the problems of meeting PL #94-142 in rural areas have been many. Some handicaps have greater prevalence in rural areas due to poor prenatal care, reduced health care, and lower socio-economic levels. Several states have created regional centers to respond to the wide range of disabilities. Most staff travel in this model; another model boards students during the week; in other models, students travel long distances. The placement of students in regular classrooms with itinerant teachers and with special training being provided to the teachers is used by a Maine project.

Strauss, Ned and Walther, Lynn, THE CATALYST TRAINING PACKAGE: INCREASING OPTIONS FOR RURAL YOUTH from EDC/WEAA Publishing Center, 55 Chapel Street, Newton, MA 02160, 1981 @ $11.00.

This program is designed to help rural educators, students and community groups move toward educational equity through skill training in human relations and examination of sex-role expectations. Activities foster the ability to initiate change strategies in one's school and community.

Sturges, A. W., "The Small School: A Rediscovered Resource in American Education," March, 1974 (ED 088 622).

This article lists some of the solutions that have been used to address small school problems such as 2 districts sharing an elementary counselor, additional courses added through honors seminars via telephone, correspondence courses, multiple classes within a room, flexible scheduling, close relations with community leading to a combining of school and public libraries, sharing expensive equipment.

Stutz, Rowan, EARLY CHILDHOOD EDUCATION: PROMISING PRACTICES IN RURAL AREAS from Rural Education Program, Northwest Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, 1976.

Twelve early childhood programs operating in rural areas are described. Criteria for selection of programs included are program designed to overcome limitations of small size and remoteness, program designed to take advantage of rural environment and unique qualities of rural communities, program designed to promote growth rather than custodial care, and evidence exists that program activities relate to growth. Common characteristics of all programs are outlined. Programs are grouped by a) parent involvement in home learning, b) group teaching practices in rural areas and c) special programs.

"The Best of Both Worlds: Utilizing the World and the Home for Early Childhood Education in Rural Areas," RURAL EDUCATION FACT SHEET, ERIC/CRESS, Box 3 AP, Las Cruces, NM 88003. NC.

Several successful rural models of early childhood education have been developed. Home-based models seem particularly suited to rural areas. Outlines of several programs are presented.

Wigginton, Eliot, "Is Your School Doing Its Job?," SOUTHERN EXPOSURE, X, 1 (January-February, 1982) 53-59.

The author, a teacher in a 950-pupil consolidated high school in Georgia, presents a list of principles for judging how well a high school is doing its job. Some of the principles discussed include physical environment, student control over environment and decision-making responsibility, experiential courses rooted in the "real," the school and community as one, and an atmosphere of excitement.

Wigginton, Eliot, MOMENTS from Association for Experiential Education, Suite F-203, 7200 East Dry Creek Road, Englewood, Colorado 80204 @ $5.95.

The book explains the teaching philosophy, goals, and skills that underlie the FOXFIRE concept. The foundation of adulthood is knowledge of one's self-worth. This self-worth is developed through a series of positive experiences anchored in the community and culminating in a real product of value. Examples of experiences developed over nine years as a teacher are presented in a hierarchy of 1) gaining skills and confidence, 2) growing, reinforcing, checking base, 3) beyond self and 4) independence.

Wood, Pamela, THE SALT BOOK from Salt, Inc., P.O. Box 1400, Kennebunkport, ME 04046, 1977 @ $10.95.

In 1973 high school students in Kennebunk, Maine, began gathering material for their first issue of the magazine SALT. This book is a collection of students' articles from their magazine describing Maine people's activities such as lobstering, netting, town meetings, barn raising, sea moss harvesting, etc.

Wood, Pamela, YOU AND AUNT ARIE from Association for Experiential Education, Suite F-203, 7200 East Dry Creek Road, Englewood, CO 80204 @ $6.95.

This book provides the step by step process for starting a high school cultural journalism project such as FOXFIRE and SALT.

V. JOURNALS, ORGANIZATIONS, AND FILMS

Journals

SALT, INC., P.O. Box 1400, Kennebunkport, ME 04046 @ $12.00 (4 issues).

This resource journal focuses on Maine history and culture through student interviews with local people. It includes articles on farmers, river drivers, medicine men, lobstermen and mill workers.

SOUTHERN EXPOSURE, P.O. Box 531, Durham, NC 27702 @ $16.00 (4 issues).

A regional, thematic journal which includes information pertinent to rural areas. Past issues have addressed such themes as working women, education, religion, freedom, labor, sports.

THE SMALL SCHOOL FORUM, Department of Education, Colorado State University, Fort Collins, CO 80512 @ $9.50 (3 issues).

A new journal which includes articles on issues in rural education and small schools written from the perspectives of local schools, states and universities.

Organizations

American Council on Rural Special Education, Box 2470 Union Station, Murray State University, Murray, KY 42071, (502)762-3817 @ $20.00.

This organization was founded in May, 1981 to enhance services to rural handicapped students, to assist interagency efforts designed to increase educational opportunity for rural handicapped and gifted students, and to serve as an advocate for rural special education.

ERIC/CRESS Clearinghouse on Rural Education and Small Schools, Box 3 AP, New Mexico State University, Las Cruces, NM 88003.

The Clearinghouse collects documents on rural and small schools. It provides searches and materials at cost and produces news bulletins and fact sheets.

P.U.R.E. (People United for Rural Education), CAL Community School, P.O. Box 458, Latimer, IA 50452, (515)579-6085.

This organization began in 1977 with rural housewives concerned about school consolidation in Iowa. It now has 2,500 members in 23 states and is actively involved in issues of finance, local control, lobbying for legislation.

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National Rural Center, 1828 L St., N.W., Washington, D.C. 20036, (800)424-9679.

This non-profit organization offers a variety of information and research services on rural education.

Rural Education Association, REA Headquarters, 300 Education Building, Fort Collins, CO 80523, (303)491-7022. $50 individual membership.

This independent organization which grew out of the NEA, is committed to the improvement of educational opportunities of children in rural areas. Their goals focus work on delivery systems, national advocacy, curriculum development, and leadership conferences.

"Rural Education," Special Interest Group of the American Educational Research Association, 1230 17th St., N.W., Washington, D.C. 20036.

As a member of AERA, individuals can join the special interest group which encourages the presentation of research and studies on rural education.

"Small Schools," Division of American Association of School Administrators, 1801 North Moore St., Arlington, VA 22209, (703)528-0700.

As a member of AASA, individuals can join this division which provides a SMALL SCHOOL ADMINISTRATOR newsletter and yearly conferences focused on small schools.

Washburn-Norlands, R.D. #2, Livermore Falls, ME 04254.

This living museum and working farm provides learning programs in which teachers, students, and families experience life and schools in the nineteenth century.

Films

"Country School Legacy," a 16mm color film from Rural Education Association, 300 Education Building, Colorado State University, Fort Collins, CO 80523 @ $250 purchase, $50 rental.

Part of the film is a reenactment of a one-room rural school. Other sections discuss rural schools today and their problems including energy costs and recruitment and maintenance of staff.

"Field Trip: Norlands," videotape, from John Boynton, Media and ITV Services, LMA Building, Station #64, Augusta, ME 04333. Available only inside Maine.

This tape is #4 in the Field Trip Series, a joint project of Maine Public Broadcasting Network and the Maine State Department of Education and Cultural Services. The "Norlands" program shows a school day in a country school of the 1840's focusing on differences between practices of 19th and 20th century schools. The school house used is part of "Experience in Living History," a project of the Washburn-Norlands Foundation, Livermore Falls, Maine.

VI. OTHER RELATED RESOURCES

Chu, Lily, "Education for Rural Women: A Global Perspective" from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1980 @ $5.00.

This study synthesizes the existing literature on the educational needs of rural women and girls and proposes an approach for educators, policy makers, and researchers in attempting to provide equal educational opportunity. Information presented includes data on education, income, employment, and value orientation; the conflicts and dilemmas of short-sighted educational programs; and the social and policy changes needed in a multidimensional culture.

Cooper, Patricia and Fuferd, Norma, THE QUILTERS: WOMEN AND DOMESTIC ART from Anchor Press, Doubleday and Co. Inc., 501 Franklin Ave., Garden City, NY 11531, 1978 @ $6.95.

This oral history focuses on rural women in Texas and New Mexico who make quilts. The conversations explore the relationship of quilting to the lives of the quilters. The women, average age of 73, were pioneer settlers whose parents homesteaded in the area in the late 1800's.

Fetterman, John, STINKING CREEK: THE PORTRAIT OF A SMALL MOUNTAIN COMMUNITY IN APPALACHIA from E. P. Dutton & Co., Inc., 201 Park Ave., S., NY, NY 10003, 1970 @ $4.75.

The journalist's portrait of Kentucky mountain people in the 60's tells a story of poverty and isolation with a sensitivity that reflects the people and their culture. The interwoven stories of children and their schooling illustrate many of the problems of rural education in a personal way.

Goldmark, Peter, "The New Rural Society," May, 1972 (ED 064 921).

This article proposes a way to solve our societal problems of pollution and depletion of resources through a redistribution of our population to rural areas. Through the application of communication systems, people hope to overcome the disadvantages of rural areas such as lack of employment opportunities, inadequate educational and health services, and lack of social, cultural, and recreational pursuits.

Hightower, Jim, HARD TOMATOES, HARD TIMES" from Two Continents/Schenkman, 30 East 42nd Street, New York, NY 10017, 1978.

This study by the Agribusiness Accountability Project reports on the failure of America's land grant colleges and presents additional views on the problems and prospects of American agriculture in the late seventies. The research effort documents how tax-supportive, land grant colleges have come to serve an elite of private, corporate interests in rural America.

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Levine, Judith, "Rural Women: The Last Generation of Rugged Individualists?," MS (March, 1982) 40-44.

Government policies favor large-scale agribusiness with the result that most small farm families must seek a second income, but the expectation that the woman remains at home continues. Rural women marry younger, have children earlier and have more children in a lifetime. The break up of the small farm means a breaking up of family.

Lewis, Oscar, "The Culture of Poverty," SCIENTIFIC AMERICAN, 49 (October, 1966) 19-25.

Poverty creates its own culture which transcends national boundaries. Culture is a way of living with solutions for daily problems, although much of the behavior of people in poverty may run counter to the values of the larger society. Through the studies of poor families in several countries, the author has arrived at a set of conditions necessary for the culture of poverty to emerge, as not all poor people have developed this culture. The culture of poverty is both an adaptation and reaction to life in a class-stratified, highly individualized capitalist society. He has identified 70 traits that characterize the culture of poverty which are grouped into 4 dimensions: the relationship of the subculture to larger society, the nature of the poor community, the nature of the family, and the attitudes, values, and character of the individual.

Lichtman, Marilyn, "Career and Education Patterns of Rural Women," A paper presented at AERA, NYC, March, 1982.

This research builds on the status attainment literature which considers family background, social-psychological components, and marital and family status as factors related to the pursuit of advanced education and career choice by additionally considering influence of geographical location. The data collection clearly suggests those women who leave rural communities after completing high school attain higher levels of education and more diverse occupational status.

Thomas, Sherry, WE DIDN'T HAVE MUCH, BUT WE SURE HAD PLENTY: STORIES OF RURAL WOMEN from Anchor Books, Doubleday, 501 Franklin Ave., Garden City, NY 11531, 1981 @ $7.95.

This collection of vignettes about the lives of ordinary women living in rural areas across America includes Maine women. The writing was done from interview tapes and maintains the local idoms and style.

Teleki, Gloria, THE BASKETS OF RURAL AMERICA from E. P. Dutton & Co., 201 Park Avenue South, NY, NY 10003, 1975 @ $5.95.

One of the few books on contemporary handwoven baskets with lots of pictures showing examples from various regions including several from Maine. Chapters on history, construction, tools, and function are included.

Schumacher, E. F., SMALL IS BEAUTIFUL: ECONOMICS AS IF PEOPLE MATTERED from Harper and Row Publishers, E. 53rd St., NY, NY 10022, 1975 @ $2.45.

This book on economics challenges the existing premises of production, ownership, management, and resources which form the basis of economic policy in the world. Both his radical premises and solutions seem important for the peace and permanence of our future lives.